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Drill exercises in arithmetic fundamentals.—The ordinary textbook in arithmetic does not attempt to supply sufficient drill material to fix the associations of the fundamental processes but leaves to the teacher the task of providing such exercises. A recent manual,¹ by Anna L. Rice, attempts not only to relieve the teacher of this work but also to provide better material than the average teacher would make for herself.

The book consists of series of oral drill exercises, graded roughly according to difficulty, for use in teaching whole numbers, common fractions, United States money, decimal fractions, denominate numbers, and percentage. Sufficient material is provided to meet the needs of the four upper grades.

While the exercises will undoubtedly be found very convenient by the teacher, they have several marked limitations. The reader fails to find any objective basis for the standardization of the degree of difficulty of the lessons. The "one-minute exercises" are accompanied by no grade norms, without which their value is seriously limited. Some of the material is to be criticized for its low social value. The author's justification of this type of material on the ground that it is "valuable for mental drill" (p. 61) would be acceptable only after the fund of examples selected from real social usage had been exhausted.

The assumption that "since one exercise affords as good mental drill as another, the power gained by spending ten minutes on any exercise will help pupils to master any other" (p. v) is an unwarranted expansion of the doctrine of discipline. No amount of drill upon an exercise which does not contain the combination 3×5 will be as good as an exercise which contains that combination for purposes of fixing that particular association. Such a confusion of general and specific functions has already been the cause of too many deficiencies in arithmetic.

The author has taken advantage of neither the technique nor the results of the application of the scientific study of education to problems of the curriculum. The purpose of the book is admirable, but its content could be greatly improved by the use of the results of recent investigations.

Education for the disabled.—The number of activities of the school has grown remarkably within the past few years. People are beginning to realize the possibilities of the school, not only as a means for overcoming illiteracy, but also as the potential leader in both community and social life. A further use of school activities is brought out in a recent monograph² by Dr. A. G. Crane, formerly director of educational service in the Division of Physical

¹ ANNA L. RICE, *Oral Exercises in Number*. New York: Gregg Publishing Co., 1921. Pp. x+135. \$0.76.

² A. G. CRANE, *Education for the Disabled in War and Industry*. Teachers College Contributions to Education, No. 110. New York: Teachers College, Columbia University, 1921. Pp. 83.